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AUTHOR Pumerantz, Phillip
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ABSTRACT

The 12-month Federally funded project at the University of Bridgeport, Connecticut was designed to prepare adult basic education (ABE) administrators and teachers (serving urban Puerto Ricans, blacks, and whites) to become teacher trainers. Focus was on building a multi-regional teacher capability in ABE through teacher training models. Phase one involved program planning and pre-conference orientation of participants and resource personnel. A three-week on-campus workshop, phase two, centered on an in-depth study of learning modules selected by the participants. Modules selected pertained to: the nature of the undereducated urban adult learner, communication, fostering positive self-perception of urban ABE students, micro-teaching, methods and diagnosis of ABE teaching, teaching English as a second language (ESL), and diagnosis of local needs and program development. Phase three, designed to actualize the urban teacher training developed during the previous phase, proved to be the most significant part of the project. Through a task team capability delivery system, programs were launched in: Bridgeport; Raleigh, North Carolina; Amherst, Massachusetts; Glenmont, New York. An important outcome of the project was model dissemination at local, State, regional, and national levels. One-third of the document consists of appendixes providing supplementary institute program information. (EA)

ED101194

Final Report

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PROJECT NO. 123008

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GRANT NUMBER OEG-0-71-3453 (323)

AN INSTITUTE TO PREPARE LOCAL URBAN ADULT BASIC EDUCATION ADMINISTRATORS AND TEACHERS TO BECOME ABE TEACHER TRAINERS

(Conducted under a grant from the U.S. Office of Education under section 309 of the Adult Education Act of 1966 P.L. 89-750)

June 1, 1971 — May 31, 1972

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THE UNIVERSITY OF BRIDGEPORT

Bridgeport, Connecticut

OEO03766

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FINAL REPORT

Project No. 123008

Grant No. OEG-0-71-3453 (323)

Adult Education Act of 1966, Section 309

AN INSTITUTE TO PREPARE LOCAL URBAN ADULT BASIC EDUCATION ADMINISTRATORS AND TEACHERS TO BECOME ABE TEACHER TRAINERS

June 1, 1971 - May 31, 1972
(FY 1970)

Dr. Philip Pumerantz

College of Education

University of Bridgeport

Bridgeport, Connecticut

The project reported herein was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education

TABLE OF CONTENTS

PART		PAGE
	PREFACE	i
I	PURPOSE OF THE PROJECT	1
II	METHODOLOGY	4
III	OUTCOMES	9
Appendix A	Institute Staff	13
Appendix B	Master Schedule and Program of Summer Resident Workshop	16
Appendix C	Roster of Participants	20
Appendix D	Task Team Programs	24
Appendix E	Sample Titles, ABE Urban Teacher Training Models	41

PREFACE

Today, a major priority in staff development is the training of personnel to effectively teach adults. Generally, the task of preparing ABE teachers who are at various levels of experience has been left largely to chance. A few colleges and universities provide teacher training for ABE teachers as do some state departments of education. Indeed, by 1970 only thirty-one of 160 NCATE accredited teacher training institutions had some form of ABE teacher training as reported by a recent national study.[1] But the problems of the undereducated and disadvantaged adult are such that more than just chance is needed when considering the preparation of personnel and the implementation of local in-service training programs. It is imperative that creative and significant efforts be directed to the preparation of a cadre of ABE specialists who can develop competence and effectiveness in providing and carrying out local ABE training programs. Adult educators must use the available manpower, technology, and knowhow to meet this problem, and they must not delay.

This project then was submitted as a response to the need at the local and the national levels for well-qualified teachers for undereducated adults. It was designed to prepare ABE administrators and teachers who serve urban Puerto Ricans, blacks and whites to become teacher-trainers. Basically, it focused on developing a process of building a multi-regional teacher training capability in ABE through the training of ABE teacher trainers. Central to this idea was the development of teacher training models which would be implemented and monitored in the several regions.

The report which follows provides an outline of the purposes, objectives, training design, and outcomes of the ABE teacher training project conducted at the University of Bridgeport in FY 1971.

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1 Pumerantz, Philip, Keane, Edward and Shaw, Rebecca. "Adult Basic Education Teacher Training Programs in Accredited Teacher Training Institutions in the United States", The University of Bridgeport, Fall, 1970

Part I

PURPOSE OF THE PROJECT

The major purpose of this Institute was to prepare teams of ABE specialists to organize, develop, and administer local preservice and inservice ABE teacher training programs which serve urban Puerto Rican, urban black, and urban white populations. Once trained, these teams would conduct training programs at the state and local levels in their own areas and thereby multiply the effect of the training they themselves received. A unique feature of the Institute was that it provided for the delivery of an ongoing teacher training network and for continuous self-renewal for ABE teachers. In this regard, the University of Bridgeport responded to the national need for leadership in the field of urban ABE teacher training by developing creative professional preparation models.

General Objectives

The general objectives of the project were as follows:

1. The achievement of a quality of teaching in ABE in which the concept of the individualized instruction becomes more than just rhetoric--but, a reality in terms of the interest, needs, and lives of undereducated adults.
2. The identification of the constantly changing needs in urban ABE teacher education.
3. The expansion of the insight and understanding of teaching-learning in urban Adult Basic Education and an identification of gaps in knowledge and problem areas which can be handled in training and in research.
4. The continued expansion of the traditional public school teacher-training role of the University of Bridgeport to include the training of urban local ABE administrators and teachers as teacher-trainers; and, in a larger sense, to expand the program in adult education which was developed at the University in 1970-71.

5. The development of teacher-training models which could be replicated and implemented in urban settings at the local and state levels.

Specific Objectives

Upon the completion of the Institute, each participant would be expected to perform any of the following tasks which would be appropriate to the learning modules he selects

1. Identify the characteristics of the undereducated urban adult in social, economic, and psychological terms.
2. Differentiate between adult learning and child and adolescent learning.
3. Design an urban ABE teacher training program model which focuses on individualized instruction and contains some innovative adult teaching methods such as simulation; role-playing; diagnosis and prescription; micro-teaching; etc.
4. Develop an ABE teacher training program model which is based on the principles of adult learning in an urban setting.
5. Develop an urban ABE teacher training program model which is based on the social, economic, and psychological characteristics of undereducated and disadvantaged adults.
6. Construct a curriculum which breaks out of the confines of departments and combines basic academic skills and basic living skills.
7. Select appropriately prepared learning materials for disadvantaged adults which will facilitate individualized instruction.
8. Evaluate learning materials from commercial sources by using guidelines shown to be successful in the field.
9. Develop in-class learning materials for disadvantaged adults which will facilitate individualized instruction.
10. Evaluate in-class learning materials by using guidelines shown to be successful in the field.

11. Identify various ways in which community resource linkages can enhance ABE teacher training.
12. Construct instruments and design procedures which will give data about a teacher's ability to teach and a student's ability to learn.
13. Construct instruments and design procedures which will give data about the capability of an ABE program as a whole.
14. Use prepared instruments to get data about teaching, learning, and program.
15. Translate the findings derived from various data-gathering sources about teaching, learning, and programs into procedures aimed at bringing about change in these areas.
16. Implement the urban teacher training models developed in the Institute by organizing ABE teacher training programs back home.

Part II

METHODOLOGY

The project covered a twelve-month program which began on June 1, 1971 and ran through May 31, 1972. It involved carefully prescribed stages of problem identification; program planning; pre-conference orientation of participants and resource personnel; a three-week on campus workshop; and finally, follow-up activities for implementation and evaluation. Three phases provided the organizational structure for the Institute.

In Phase I, beginning in June 1971, the Institute staff, (Appendix A) with the cooperation of an Advisory Council, participants of previous ABE Institutes, and several local ABE directors identified various areas of study and methodologies which had implications for urban ABE teacher-training. This information was acquired via correspondence, personal visits, small group meetings, and conferences.

During this first phase, pre-workshop materials were prepared and distributed to the participants, and final arrangements were made for the use of human and material resources in the workshop.

Phase II was the operation of the three-week on-campus workshop held at the University of Bridgeport from August 9 to August 27, 1971. (Appendix B).

The first two weeks of the resident workshop were devoted to the in-depth study of learning modules participants selected and to the performance of the skills or tasks related to each module.

A unique feature of the workshop was its focus on the learning modules. Since this project was committed to be a model itself of sound instructional and organizational practices for ABE, it was essential that the design of the training be a creative and viable alternative to traditional training arrangements. Typically,

students in courses in courses or participants in workshops are faced with a series of topics and lectures through which they must perservere and for which they receive terminal credit or recognition in the form of a grade or a certificate. Often it is questionable whether one can adequately develop the conceptual, technical and human skills necessary to be accounted learned in the areas of study undertaken. This is especially true when one is faced with a great number of topics in a short period of time. In this workshop then, instead of having participants face a number of topics during a three week period and then assume that they will be proficient in these, they worked in an open climate with an opportunity to make choices based on a cooperative assessment of their needs. In this atmosphere of co-directed adult learning the institute presented truly individualized alternatives to participants.

A number of learning modules or components were made available to the participants so that the advantages of the latest thinking in the areas of ABE were on display for each student. In this context each participant was encouraged to select modules for study which were the most immediately important to him in the pursuit of his individual educational ends. A participant could choose to study in depth from the modules provided. This effort on the part of the individual to make decisions about his individual professional development, was a significant part of the Institute.

It should be noted that the modules selected reflected the need as perceived by the Institute Advisory Council. Meetings held in the Fall 1970 in Atlanta, Boston, and Washington under the sponsorship of the University of Bridgeport provided much of the input needed to design the program proposed here. Since the project focused on training persons who served urban populations, content and instruction were consistent with this setting.

The following learning modules, therefore, were included in the three week resident workshop of the Institute:

1. The Nature of the Undereducated Urban Adult Learner.
2. Communication (role playing and simulation).
3. Fostering positive self-perception on the part of urban ABE students.
4. Micro-teaching.
5. Methods of ABE Teaching.
6. Methods of Teaching English as a Second Language.
7. Diagnosis and Prescription in ABE Teaching.
8. Diagnosis of local teacher training needs and program development.

The third week of the workshop was devoted almost entirely to a practicum. Here each participant had an opportunity to work on an individual basis with the Institute staff and instructors in defining and redefining their teacher training models, and getting them ready to be brought home for implementation.

To deal more effectively with instruction, participants were divided into three study groups. Each group member was responsible for designing a realistic urban teacher education program which would prepare the personnel responsible for teaching disadvantaged urban adults. For the purpose of effective study and program planning, the groups were composed of participants from different geographical areas.

Each participant's teacher training model would dilineate the components of a professional development program for urban ABE teachers. It would be applicable to the needs of the educationally disadvantaged adult in the geographical area of the respective participants. Each study group was assisted by full time staff members who were Adult Basic Education specialists.

Phase III of the Institute began immediately upon the conclusion of the resident workshop and was designed to actualize the urban teacher training models developed during Phase II. This phase also involved the dissemination of these models nationally.

The central thrust of the Phase III program was a diagnosis of teacher training needs of the local areas and the delivery of a teacher training capability under the leadership of the Institute graduates. Since the residential workshop centered on the examination, in depth, of the specific needs and problems of the participants to the end that they could plan on-going programs of professional development, the transition from Phase II to Phase III was relatively smooth.

This project utilized The Task Team Capability Delivery System, a concept developed in the 1970 ABE Institute at Bridgeport. (A discussion of the Task Team idea will be given in Part III in this report.)

Participants

The participants for this Institute consisted of twenty-nine ABE teachers and administrators selected from urban centers in the eastern half of the nation. (Appendix C). More specifically, they were chosen from those who served urban Puerto Ricans, urban blacks, and urban whites.

Participants were selected according to the following criteria:

1. Must possess a baccalaureate degree and be qualified to pursue graduate studies at the master's level.
2. Must be (or was to be) engaged full time or part time in an ABE program which serves urban Puerto Ricans, urban blacks, and urban whites.
3. Must be involved in some aspect of in-service or preservice training of teachers in ABE or ESL.

4. Must agree to conduct at least one teacher training program in ABE or ESL upon return to their local area.

5. Must provide a letter of recommendation and certification from their state ABE Director that they will be involved in an ABE teacher training program.

The selection of participants was guided by the Institute Advisory Council which was composed of State ABE Directors and RPO's of Regions I-IV.

Brochures announcing the program and its purposes and outlining all pertinent information were prepared in advance of the starting date and were sent to the State Directors and RPO's. Moreover, three semester hours of graduate credit were offered to each participant who successfully completed the workshop.

Part III

OUTCOMES

Task Team Delivery System

Phase III proved to be the most significant part of the project. This involved the actualization of the urban ABE teacher training capabilities via the Task Team Concept. This idea was conceived in the FY 1970 USOE funded ABE Institute held at the University of Bridgeport.

The Task Team Delivery System was based on the idea that adults have certain needs and resources that are brought to every learning situation. Once these needs and resources are identified, process and content assistance could be added by institute graduates and consultants to attack the problems indicated. The graduates had the opportunity to transfer their newly acquired knowledge to meet on-the-line problems. This is the process of continuing education and self-directed inquiry.

The Task Team Capability Delivery System was the follow-up vehicle for Phase III. The Task Team was composed of Institute graduates from states within a convenient geographic area. Each team member was an instructor-consultant and shared in the responsibility of the Task Team to carry out ABE teacher training. The team became the vehicle by which the teacher training skills developed in the resident workshop at the University in Phase II were brought to bear on actual professional development needs of urban adult basic educators within the Task Team's geographic area. This instructional team had the strength of combined skill and resources to help meet actual ABE teacher training needs which could emerge. Moreover, the team could bring in additional consultative help to augment its resources.

An Advisory Council made up of state ABE directors, RPO's and a process consultant was available for the Team. The consultant was a member of the Institute staff whose major responsibility was to offer technical assistance in designing and launching a Task Team program.

Four Task Team programs were designed and launched in Phase III. They were carried out in Bridgeport, Connecticut in October; in Raleigh, North Carolina in December; in Amherst, Massachusetts in January; and in Glenmont, New York in February. (Appendix D).

The Task Team Capability Delivery System offered all institute participants a meaningful and workable method of putting their teacher training skills into operation. Such an approach reaped many satellite benefits, such as, communication of ideas, identification of common problems, awareness of resources, exchange of innovative techniques, etc.

Most importantly, however, the Task Team idea provided the on-the-line adult basic educator with the tools and the plan of action to solve quickly and effectively the complex teacher training needs of an ABE learning center. Through this multiplyer effect, a new well-prepared cadre of adult teacher training specialists now can begin to respond more significantly, on the urban front, to the problems of adult illiteracy, poverty and despair.

Dissemination

Since the processes and outcomes of this project had national as well as regional significance in application, arrangements were made to make the Teacher Training Models developed for the Institute available nationally.

This was an important outcome of this project since the models were developed by institute graduates. These were disseminated nationally and abroad to be used as guides to mount and launch inservice training programs at the local, state, regional, or national levels. The adult educator interested in bringing a pro-

fessional development capability to his program could replicate these models either in full or he could adapt the various components to fit his unique situation. The models focused on urban settings and included practical illustrations of how a number of ABE programs could join forces in co-sponsoring inservice training programs. The components in the models reflected the latest thinking in ABE instructional methodology and curriculum. (See Appendix E for sample titles of ABE Urban Teacher Training Models).

APPENDICES

A P P E N D I X A

Institute Staff

STAFF

Administrators

Dr. Philip Pumerantz Director	Associate Professor of Education University of Bridgeport Bridgeport, Connecticut 06602	
Mr. Henry Tarlian Assistant Director	Warwick School Department 3027 West Shore Road Warwick, Rhode Island 02886	
Mr. Wayne Wharton Staff Aide	Board of Education Prince George's County Upper Marlboro, Maryland	
Mr. Lennox McLendon Staff Aide	Rockingham Community College Wentworth, North Carolina	

Instructors

Mr. Edward Keane	ABE Specialist Housatonic Community College Bridgeport, Connecticut	"Methods and Materials of Teaching Adult Basic Education"
Mr. Donald W. Mocker	Assistant Professor of Education Division of Continuing Education University of Missouri-Kansas City Kansas City, Missouri 64110	"Diagnostic and Prescriptive Teaching"
Mr. Douglas Whinnem	ABE Teacher Trainer Board of Education Hartford, Connecticut	"Teaching English as a Second Language"

Miss Tracy Rigia	Assistant Professor University of Bridgeport Bridgeport, Connecticut	"Using Simulation Games in ABE"
Mr. Joseph Keilty	Assistant Professor University of Bridgeport Bridgeport, Connecticut	"Micro Teaching in ABE"

A P P E N D I X B

Master Schedule and Program

of

Summer Resident Workshop

MASTER SCHEDULE - 1st WEEK

	SUNDAY 8/8	MONDAY 8/9	TUESDAY 8/10	WEDNESDAY 8/11	Thursday 8/12	FRIDAY 8/13
9:00		Late Registration, Welcome and Orientation Phil Pumerantz General Session 1. Administrative details 2. Program review 3. Group organization	ABE Methods Keane (Group I)	Simulation Riga (Group I)	ESL Whinnem (Group I)	Micro Teachir Keilty (Group I)
			ESL Whinnem Group II	ABE Methods Keane Group II	ABE Methods Keane (Group II)	ESL Whinnem (Group II)
			Simulation Riga (Group III)	ESL Whinnem (Group III)	Micro Teaching Keilty (Group III)	ABE Methods Keane (Group III)
2:00						
1:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	Registration of Participants	Establish Training Objectives Tour of Campus	ESL Whinnem (Group I)	Micro Teaching Keilty (General Session)	ABE Methods Keane (Group I)	
			Simulation Riga (Group II)		Micro Teaching Keilty (Group II)	
4:00			ABE Methods Keane (Group III)		ESL Whinnem (Group III)	
7:00	Registration of Participants	Picnic at Pumerantz's	DINNER	Staff Meetings Private study for participants	Staff Meetings Prive study for participants	DINNER

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MASTER SCHEDULE - 2nd WEEK

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	SUNDAY 8/15	MONDAY 8/16	TUESDAY 8/17	WEDNESDAY 8/18	THURSDAY 8/19	FRIDAY 8/20
9:00		ESL Whinnem (Group I)	Diagnostic & Prescriptive Teaching Mocker (Group I)	ABE Methods Keane (Group I)	Micro Teaching Keilty (Group I)	ESL Whinnem (Group I)
		Micro Teaching Keilty (Group II)	ESL Whinnem (Group II)	Model Development Barrett-Bodanza (Group II)	Diagnostic and Prescriptive Teaching Mocker (Group II)	Model Development (Group II)
2:00		Diagnostic & Prescriptive Teaching Mocker (Group III)	Micro Teaching Keilty (Group III)	Diagnostic & Prescriptive Teaching Mocker (Group III)	ESL Whinnem (Group III)	Model Development (Staff) (Group III)
1:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Private Conferences with assigned instructors for model preparation Keane Keilty Mocker Pumerantz Whinnem Staff	Model Development Barrett-Bodanza (Group I)	Diagnostic & Prescriptive Teaching Mocker (Group I)	Private conferences with assigned instructors for model preparation Keane Keilty Mocker Pumerantz Whinnem Staff	General Session Evaluation o Second Week 23 1-3 p.m.
			Diagnostic & Prescriptive Teaching Mocker (Group II)	ABE Methods Keane (Group II)		
			ABE Methods Keane (Group III)	Model Development Barrett-Bodanza Group III		
4:00			State Directors Meeting-Region I	State Directors Meeting-RegionI	State Directors Meeting Regions 2-5	State Direct Meeting Regions 2-5
7:00		DINNER	DINNER	DINNER	DINNER	DINNER
		Private Study for participants	Staff Meetings & private study for participants	Staff Meetings & private study for students Picnic	Staff Meeting	

MASTER SCHEDULE - 3rd WEEK

:00	SUNDAY 8/22	MONDAY 8/23	TUESDAY 8/24	WEDNESDAY 8/25	THURSDAY 8/26	FRIDAY 8/27
		Model Development Donofrio-Pinzi (Group I)	Diagnostic & Prescriptive teaching Mocker (Group I)	Model Development Practicum (Group I)	Practicum Group Sessions	General Session Summary Training Model Evaluation
		Diagnostic & Prescriptive Teaching Mocker (Group II)	Micro Teaching Keilty (Group II)	Model Development Practicum (Group II)		
:00		Micro Teaching Keilty (Group III)	Model Development Donofrio-Pinzi (Group III)	Model Development Practicum (Group III)		
:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Micro Teaching Keilty (Group I)	Self-Concept II Greene & Zirkel Groups I,II,III	Model Development Practicum (Group I)	Practicum Group Sessions	
		Model Development Donofrio-Pinzi (Group II)		Model Development Practicum (Group II)		
:00		Diagnostic & Prescriptive teaching Mocker (Group III)		Model Development Practicum (Group III)		
:00	DINNER	DINNER	DINNER	DINNER	DINNER	
	Staff Meeting	Self-Concept I Greene-Zirkel (General Session)	Model Development Practicum (Group I)	Staff Meeting	Banquet	
			Model Development Practicum (Group II)			
			Model Development Practicum (Group III)			

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A P P E N D I X C

Roster of Participants

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Roster of Participants

Name	Home Address	Business Address	Position
1. Leonard J. Basile, Jr.	222 South Street Northampton, Mass 01060	D. A. Sullivan School South Street Northampton, Mass.	Special Education Teacher Elementary
2. Sr. Patricia Bracken	463 W. 142 Street New York, N. Y.	463 W. 142 Street New York, N. Y.	Teacher - Junior High Language Arts
3. Diane E. Budhai	c/o Scott Pecker Box 110 Berne, N. Y. 12123		
4. Robert A. Crotzer	59 Deering Street Portland, Me.. 04101	Univ. of Maine at Portland - Gorham - 218 State Street Portland, Me. 04101	Supv. - Instruction and Counseling
5. Walter C. Derrick, Jr.	3606 Blossom Street Columbia, S. C.	Manning Correctional Institute Columbia, South Carolina	Principal
6. F. John d'Eustachio	7213 - 15th Avenue Takoma Pk., Md. 20012	Greenbelt Jr. High School Greenbelt, Maryland	7th Grade Math Teacher ABE - part time
7. Demetry T. DuRant	430 Appomattox Street Norfolk, Va. 23523	800 E. City Hall Avenue Norfolk, Virginia	Director of ABE in Norfolk City
8. Ann M. Gallagher	524 Wilson Street Manchester, N. H. 03103		ABE Supervicor & Teacher
9. Robert W. Heath	72 Sandpiper Circle Box 173 E. Falmouth, Mass. 92536	Falmouth Intermediate School Jones Road Falmouth, Massachusetts	Teacher - Grade 7-8

10. Hilton Holland	16 Forest Street Bellows Falls, Vt. 05101		ABE South Vermont Supervisor
11. Ruth F. Hooke	Rt. 2-Concord, N. H. 03301		ABE Teacher
12. Edward E. Jones, Jr.	501 Hunt Street Central Falls, R.I. 02863	Highland Avenue Cumberland, R. I. 02864	Teacher - English Sec.
13. Lewis A. Kohn	44 Scarlet Oak Road Leavittown, Pa.	Bristol TWP School District 800 Coates Avenue Bristol, Pa. 19007	Coordinator of Continuing Education
14. Sr. Theodosia McCarthy	Mt. St. Mary Burlington, Vt. 05401	Mater Christi School Burlington, Vermont	Adult Basic - Slow Learner 2nd Grade - fulltime
15. Sr. Anne M. McIlhenny	612 W. 187th Street New York, N. Y. 10033	268 Wadsworth Avenue New York, N. Y. 10033	Teacher of Adults English as a 2nd Language Spanish Speaking Children Reading-Eng.-Lang. Arts
16. Sr. Odile McKenna	1899 Daly Avenue Bronx, New York 10460	1909 Daly Avenue Bronx, N. Y. 10460	Teacher - Grade 5
17. June L. McKenzie	3C Normandy Apts. Lumberton, N. C. 28358	Box 98 St. Pauls, N. C. 28385	ABE Teacher
18. Monroe J. McVey	328 Isley Avenue Burlington, N. C. 27215		Director ABE and Occupational Extension
19. Joseph F. Navaroli	41 Pine Street Fitchburg, Mass. 01430	261 West Street Worcester, Mass.	Math Teacher - Dept. Hd. J. C. Carter Jr. H. S.
20. Jacqueline Newby	453 Park Avenue E. Orange, N. J.	31 Clinton Street Newark, N. J. 07102	Admin. Director of Project D.E.E.P.

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21. John O'Donnell	7 Church Street Framingham, Mass.	Farley Jr. High School Framingham, Mass. 01701	Guidance Counselor Junior High School
22. Scott Pecker	Box 110 Berne, N. Y. 12123		Teacher-Coordinator
23.Katherine Randolph	New York School for Girls Box 576 Hudson, New York 12534		Educational Supervisor
24. Charles A. Rice, Jr.	4100 Ethland Avenue Baltimore, Md. 21207	P.S. #456A Lafayette & Madison Aves. Baltimore, Maryland 21217	Teacher Administrator G.E.D. Classes
25. Frank Richiedei	35 Stowell Street RFD Northampton, Mass. 01060	35 South Street Northampton, Mass. 01060	Vice-Principal Junior High School
26. M. Patricia Robinson	1806 Cleveland Avenue Jackson, Mississippi	136 E. Ash Street Jackson, Mississippi 34203	ABE Teacher Hinds Co. Schools
27. Alonzo H. Shockley	290 Fulton Street N. Babylon, L.I., N.Y.	Freeport Public Schools L.I., N.Y. 11520	Director State/Federal Programs
28. Roberta M. Warren	14 Willowmere Avenue Montclair, N. J.	444 Springfield Avenue Newark, New Jersey	Teacher-Counselor
29. Mabel Zilles	RD #4 MacElroy Road Ballston Lake, N. Y. 12019	Washington Irving Educational Center Schenectady, N. Y. 12307	Reading Lab Teacher 6th Grade-Inner City

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A P P E N D I X D

Task Team Programs

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TASK TEAM I

ADULT BASIC EDUCATION TEACHER TRAINING

MINI-INSTITUTE

College of Education
University of Bridgeport
Bridgeport, Connecticut

Sponsored by University of Bridgeport
Bridgeport, Connecticut

A.B.E. Teacher Training Institute funded by the U.S.O.E. under Section 309, Adult Education Act, 1966; Grant Number 0EG-0-71-3453(323)

PROGRAM
October 28, 29, 30, 1971

Dr. Philip Pumerantz, *Project Director*
Associate Professor of Education
University of Bridgeport

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Introduction

The major purpose of this mini-institute is to provide inservice training to Adult Basic Education teachers in the latest innovations in teaching adults. The training will center on technical, conceptual and human skills necessary to effect good teaching. The instructional components which will be utilized at the institute are: Adult Basic Education Teaching Methods and Methods of Teaching English as a Second Language. Instruction will emphasize the importance of individualization in the classroom. Experienced adult basic education administrators and teachers who have recently completed an intensive three week training institute at the University of Bridgeport will provide the instruction supplemented by nationally recognized adult basic education consultants.

The theme of this mini-institute is: **"Innovation."**

Program Components

The instructional components which will be utilized at the mini-institute are the following:

- Adult Basic Education Teaching Methods
- English as a Second Language Teaching Methods
- Micro-Teaching Critiquing

Institute Training Design

Thursday evening October 28, 1971 between the hours of six p.m. and eight p.m. participants will register at the Holiday Inn, Bridgeport, Connecticut. There will be an orientation period at eight p.m. in the Westport room of the Holiday. Following the brief orientation, refreshments will be served and a social hour provided so that participants may become acquainted and discuss the proposed learning activities.

The importance of participation by workshop members in the establishment of training objectives is fully recognized by the staff and opportunities for involvement in this vital area will be provided for in the initial phase of the program. Thursday evening, Mr. Lewis Kohn, Task Team I Coordinator, will welcome the conferees and orient them to the purpose and format of the institute. Throughout this institute conferees will be able to work in small groups in order to facilitate individualization of instruction.

General Objectives

- To provide for teachers opportunities to become more skillful in the latest methods and techniques which are appropriate and effective in adult basic education classrooms.
- To demonstrate and develop human awareness as an aid to more effective teaching.
- To introduce teachers to the micro-teaching technique as an aid to improving instruction.
- To aid teachers in developing skills to teach effectively English as a second language.
- To encourage the teacher to constantly improve his classroom behavior in order to stimulate student learning.

Specific Objectives

At the conclusion of this institute the participants should be able to accomplish any of the following tasks.

1. Develop in-class learning materials for disadvantaged adults which will facilitate individualized instruction.
2. Evaluate in class learning materials by using guidelines shown to be successful in the field.
3. Develop ABE teaching materials based on principles of adult learning in an urban setting.
4. Construct new and different language development drills for teaching ESL.
5. Provide the opportunity for greater adult participation in his learning by developing an individual educational prescription.
6. Relate the language experience approach to the specific interests and needs of the adult learner in ABE.
7. Use the micro-teaching technique to improve classroom behaviors and techniques.

Housing and Meal Arrangements

All participants will be housed at the Holiday Inn at Bridgeport. Participants requesting single room accommodations, can be expected to pay a slight nominal fee for this request.

All meals will be served (cafeteria style), in the Marina Dining Hall on the University of Bridgeport Campus.

Parking Facilities

Parking facilities for the Institute participants will be available at no cost.

Costs

Travel expenses, for each participant, will be reimbursed by the University of Bridgeport, "Multi-Regional ABE Teacher Training" Project. Travel forms should be turned in at registration time, at the Conference Center.

Over-night accommodations for each participant will also be covered by the University of Bridgeport Project. This will mean no out-of-pocket expenditures for participants since billing for room and board will be made by the Conference Center directly to the University of Bridgeport Project.

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Task Team I Members

Lewis A. Kohn, Director of ABE and
Coordinator of Continuing Education
Delhaas High School
1200 Rodgers Road
Bristol, Pennsylvania 19007

Jacqueline Newby, Admin. Director
Project D.E.E.P.
Essex County College
Newark
New Jersey

Sr. Patricia Bracken
Coordinator ESL Adult Program
463 W. 142nd Street
New York City, New York

Sr. Odile McKenna,
ABE Coordinator
1909 Daly Avenue
Bronx, New York

Alonzo H. Shockley, Director
State/Federal Programs
Freeport Public Schools
P.O. Box 50
Freeport, Long Island, New York

Sr. Anne McIlhenny,
Coordinator of ESL Adult Program
612 W. 187th Street
New York City, New York 10033

Mrs. Mabel Zilles
Washington Irving
Educational Center

Schenectedy, New York 12307

Resource and Advisory Board

Neil Carr, State Director of ABE
State Board of Education
Albany, New York

George Snow, State Dir. of ABE
State Board of Education
Trenton, New Jersey

Clair E. Troy, State Director of ABE
Department of Public Education
Harrisburg, Pennsylvania

Special Instructors

Mr. Edward Keane, Inst. and Consultant Associate Professor of Education Housatonic Community College	ABE Teaching Methods
Mr. Douglas Whinnem, Instructor-Consultant Board of Education	ESL Teaching Methods
Mr. Joseph Kielty College of Education University of Bridgeport	Micro-teaching

Teacher-Training Mini-Institute

University of Bridgeport

Program Schedule

Thursday, October 28, 1971

6:00 p.m.—8:00 p.m.	Registration—Holiday Inn, Bridgeport
8:00 p.m.	Welcome and Orientation Westport Room (Holiday) (Participant input)

Friday, October 29, 1971

7:30 a.m.—8:30 a.m.	Breakfast—U. Bridgeport
8:45 a.m.—9:00 a.m.	General Assembly (Division into Groups)
9:00 a.m.—12 noon	Adult Teaching Methods in English as a second Language (Douglas Whinnem)
	Adult Teaching Methods in Adult Basic Education (Edward Keane)
12 noon—1:00 p.m.	Lunch—Marina Hall
1:00 p.m.—3:00 p.m.	Group Sessions ABE—ESL (Keane) (Whinnem)
3:00 p.m.—5:00 p.m.	Micro-Teaching Technique in ABE—ESL (Joseph Kielty)
5:00 p.m.—6:00 p.m.	Dinner—Marina Hall
8:00 p.m.—10:00 p.m.	Individual Consultation with Instructors Book Salesmen Demonstrations—Holiday

Saturday, October 30, 1971

7:30 a.m.—8:30 a.m.	Breakfast—Marina Hall
8:45 a.m.—9:00 a.m.	General Assembly (Participant input)
9:00 a.m.—12 noon	Group Sessions ABE — ESL (Keane) (Whinnem)
12 noon-1:00 p.m.	Lunch—Marina Hall
1:00 p.m.—3:00 p.m.	Discussion of Learning Experiences Evaluation

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PROGRAM SCHEDULE

THURSDAY, DECEMBER 9, 1971

2:00 PM - 4:00 PM	Staff Meeting - Task Team II Members
4:00 PM - 6:00 PM	Registration-College Inn
6:00 PM - 8:00 PM	Social Hour
8:00 PM - 9:00 PM	Welcome and Orientation to Purpose and Format of Institute

FRIDAY, DECEMBER 10, 1971

7:45 AM - 8:45 AM	Breakfast-College ~~Inn~~ Union
8:50 AM - 9:00 AM	General Session-Division into Groups
9:00 AM - 12:30 PM	Group I - Language Development - Doug Whinnem
	Group II - Reading Skills - Dr. Carl Brown
12:30 PM - 1:30 PM	Lunch-College Union
1:30 PM - 5:00 PM	Group I - Reading Skills Dr. Carl Brown
	Group II - Language Development - Doug Whinnem
5:00 PM - 6:00 PM	Dinner - Harris Cafeteria
8:00 PM - 10:00 PM	Consultation with Instructors

SATURDAY, DECEMBER 11, 1971

7:45 AM - 8:45 AM	Breakfast-College Union
9:00 AM - 10:30 AM	Group I - Language Development - Doug Whinnem
	Group II - Reading Skills - Dr. Carl Brown
10:30 AM - 12:00 AM	Group I - Reading Skills Dr. Carl Brown
	Group II - Language Development-Doug Whinnem
12:00 AM - 2:00 PM	Lunch and Program Evaluation-Harris Cafeteria

TASK TEAM II
ADULT EDUCATION TEACHER TRAINING

MINI-INSTITUTE

CONTINUING EDUCATION

NORTH CAROLINA STATE UNIVERSITY

RALEIGH, NORTH CAROLINA

Sponsored by University of Bridgeport

Bridgeport, Connecticut

ABE Teacher Training Institute founded by the USOE under Section 309, Adult Education Act, 1966; Grant Number OEG-0-71-3453(323)

PROGRAM

December 9, 10, 11, 1971

Dr. Philip Pumerantz, Project Director
Associate Professor of Education
University of Bridgeport
Bridgeport, Connecticut

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INTRODUCTION

The major purpose of this mini-institute is to provide in-service training to Adult Basic Education teachers in the areas of language development and reading. Special emphasis will be focused on word recognition and comprehension skills. It is envisioned that this institute will enhance the teacher's knowledge and ability in teaching effectively the ABE students on level i (grades 0-3). The components to be utilized are: developing skills, controlled levels of reading, controlled levels of writing, word recognition and comprehension skills. It is also anticipated that teachers will be able to apply new methods in their teaching as a result of this institute. Instruction will be provided by experienced ABE educators who have recently completed an extensive training institute at the University of Bridgeport and supplemented by nationally recognized Adult Basic Education consultants.

PROGRAM COMPONENTS

The basic instructional components which will be presented in the mini-institute are:

I. Language Development
   - A. Developing oral skills
   - B. Controlled levels of reading
   - C. Controlled levels of writing

II. Reading Skills
   - A. Word recognition
   - B. Comprehension skills

INSTITUTE TRAINING DESIGN

Thursday evening (December 9, 1971) between the hours of 4:00 P. M. and 6:00 P. M. participants will register at the College Inn, Raleigh, N. C. Following registration there will be a social hour and orientation from 6:00 P. M. to 8:00 P. M. During the activities Thursday evening, participants will be welcomed and oriented to the purpose and format of the institute. Small group settings will characterize the institute and emphasis will be placed on participation by those attending the institute.

GENERAL OBJECTIVES

To increase teacher awareness of the need for teaching skills in language development and reading to the ABE student.

To provide tools to be used in the development of teaching skills in language development and reading for ABE teachers.

To improve teacher ability to work with the beginning ABE student.

SPECIFIC OBJECTIVES

At the end of the institute, participants should be able to:

- Identify outstanding problems in comprehension and word recognition skills.
- Utilize skills learned in the institute.
- Adapt and apply techniques learned in the institute to their existing programs.
- Develop learning experiences geared to improving word recognition and comprehension skills.
- Relate oral language skills to reading.
- Relate written language development skills to reading.

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HOUSING AND MEAL ARRANGEMENTS

Housing for all participants will be at the College Inn, located adjacent to the North Carolina State Campus.

Meals will be provided at a cafeteria on campus. Participants will not be charged for meals or lodging.

COSTS

Travel expenses for each participant will be reimbursed by the University of Bridgeport, "Multi-regional ABE Teacher Training" Project. Travel forms should be turned in during registration at the Conference Center. Overnight accommodations for each participant will also be covered by the University of Bridgeport Project. This will mean no out-of-pocket expenditures for participants since billing for room and board will be made by the conference center directly to the University of Bridgeport Project

TASK TEAM II

Advisory Council

Mr. J. C. Baddley, Supervisor ABE
State Department of Education
P. O. Box 771
Jackson, Mississippi

Mr. Charles M. Barrett
Education Director, Adult Education
Department of Community Colleges
Room 187, Education Building
Raleigh, North Carolina 27602

Mrs. Thelma M. Cornish, Supervisor ABE
State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Mr. J. K. East, Director DAED
State Department of Education
1416 Senate Street
Columbia, South Carolina 29201

Mr. Gordon H. Fallessen, Supervisor
Adult Basic Education
State Department of Education
523 East Main Street
Richmond, Virginia 23219

Mr. Wayne Wharton, ABE Coordinator
Prince George's County
Public Schools
Upper Marlboro, Maryland 20870

Mr. Lennox McLendon, ABE Coordinator
Rockingham Community College
Wentworth, North Carolina

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REGION II TASK TEAM

John d'Eustachio, ABE Teacher
7213, 15th Avenue
Takoma Park, Maryland 20012

Walter Derrick, Jr., Principal
3606 Blossom Street
Columbia, South Carolina 29205

Demetry T. Durant, ABE Director
430 Appomattox Street
Norfolk, Virginia 23523

June L. McKenzie, ABE Teacher
3C Normandy Apartments
Lumberton, North Carolina 28358

Monroe J. McVey, ABE Director
411 Camp Road
Burlington, North Carolina 27215

Charles R. Rice, Jr., Administrator, G.E.D.
4200 Ethland Avenue
Baltimore, Maryland 21207

Patricia Robinson, ABE Teacher
1806 Cleveland Avenue
Jackson, Mississippi 39204

CONSULTANTS

Mr. Douglas Whinnem
Board of Education
249 High Street
Hartford, Conn. 06103

I. Language Development
   A. Developing Oral Skills
   B. Controlled Levels of Reading
   C. Controlled Levels of Writing

Dr. Carl Brown
Professor of Education
University of N. C.
Chapel Hill, N. C. 27514

II. Reading Skills
   A. Word Recognition
   B. Comprehension Skills

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TASK TEAM IV

ADULT BASIC EDUCATION TEACHER TRAINING

MINI-INSTITUTE

Murray D. Lincoln Center

Amherst, Massachusetts

Sponsored by University of Bridgeport
Bridgeport, Connecticut

A.B.E. Teacher Training Institute funded by the U.S.O.E. under Section 309, Adult Education Act, 1966; Grant Number 0EG-0-71-3453(323)

PROGRAM
January 13, 14, 15, 1972

Dr. Phillip Pumerantz, *Project Director*
Associate Professor of Education
University of Bridgeport

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Introduction

The major purpose of this mini-institute is to provide inservice training to Adult Basic Education teachers in the latest innovations in teaching adults. The training will center on technical, conceptual and human skills necessary to effect good teaching. The instructional components which will be utilized at the institute are: Adult Basic Education Teaching Methods and Methods of Teaching English as a Second Language. Instruction will emphasize the importance of individualization in the classroom. Experienced adult basic education administrators and teachers who have recently completed an intensive three week training institute at the University of Bridgeport will provide the instruction supplemented by nationally recognized adult basic education consultants. The Task Team instructional unit developed at Bridgeport will be utilized to provide this training.

The theme of this mini-institute is: **"Why and *How*"**

Program Components

The instructional components which will be utilized at the mini-institute are the following:

- English as a Second Language Teaching Methods
- Language Experience Approach
- Individualized Instruction

Institute Training Design

Thursday evening January 13, 1972, between the hours of four p.m. and six p.m. participants will register at the Murray D. Lincoln Center, Amherst, Mass. There will be an orientation period at seven p.m. in room 1101 of the Center. Following the brief orientation, dinner will be served and a social hour provided so that participants may become acquainted and discuss the proposed learning activities.

The importance of participation by workshop members in the establishment of training objectives is fully recognized by the staff and opportunities for involvement in this vital area will be provided for in the initial phase of the program. Thursday evening, Mr. Robert Crotzer, Task Team IV Coordinator, will welcome the conferees and orient them to the purpose and format of the institute. Throughout this institute conferees will be able to work in small groups in order to facilitate individualization of instruction.

General Objectives

- To provide for teachers opportunities to become more skillful in the latest methods and techniques which are appropriate and effective in adult basic education classrooms.
- To demonstrate and develop human awareness as an aid to more effective teaching.
- To provide a framework in which to facilitate individualized instruction.
- To aid teachers in developing skills to teach effectively English as a second language.
- To encourage the teacher to constantly improve his classroom behavior in order to stimulate student learning.

Specific Objectives

At the conclusion of this institute the participants should be able to accomplish any of the following tasks.

1. Develop in-class learning materials for disadvantaged adults which will facilitate individualized instruction.
2. Evaluate in class learning materials by using guidelines shown to be successful in the field.
3. To become more familiar with the use and operation of available audio-visual materials.
4. Construct new and different language development drills for teaching ESL.
5. Provide the opportunity for greater adult participation in his learning by developing an individual educational prescription.
6. Relate the language experience approach to the specific interests and needs of the adult learner in ABE.

Housing and Meal Arrangements

All participants will be housed at the Murray D. Linco enter, Amherst. Participants requesting single room accommodations, can xpected to pay a slight nominal fee for this request.

All meals will be served (cafeteria style), in the coffee s and cafeteria in the Murray D. Lincoln Center.

Parking Facilities

Parking facilities for the Institute participants will be ava e at no cost.

Costs

Travel expenses, for each participant, will be reimburs y the University of Bridgeport, "Multi-Regional ABE Teacher Training" I ct. Travel forms should be turned in at registration time, at the Conferenc nter.

Over-night accommodations for each participant will al covered by the University of Bridgeport Project. This will mean no out-of- et expenditures for participants since billing for room and board will be by the Conference Center directly to the University of Bridgeport Proj

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TASK TEAM IV MEMBERS

Robert A. Grotzer
University of Main (Portland-Gorham)
Portland, Maine 04101

Leonard J. Basile
D. A. Sullivan School
Northampton, Mass. 01060

Anne M. Gallagher
524 Wilson Street
Manchester, N.H. 03103

Robert M. Heath
Falmouth Intermediate School
Falmouth, Mass.

Hilton Holland
16 Forest Street
Bellows Falls, Vt. 05101

Ruth F. Hooke
Rt. #2
Concord, N.H. 03301

Edward Jones
501 Hunt Street
Central Falls, R.I. 02863

Sr. Theodosia McCarthy
Mater Christi School
Burlington, Vt. 05401

Joseph Navaroli
41 Pine Street
Fitchburg, Mass. 01430

John O'Donnell
7 Church Street
Framingham, Mass. 01701

Frank Richiedei
35 Stowell Street (RFD)
Northampton, Mass. 01060

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COOPERATING ABE STATE DIRECTORS

Mary Bodanza
State Dept. of Education
182 Tremont Street
Boston, Mass. 02116

William Farrell
Dept. of Education
Providence, R.I. 02908

John Sideris
Dept. of Education
Concord, N.H. 03301

George Lowe
State Dept. of Education
Montpelier, Vermont 05602

SPECIAL INSTRUCTORS

Mr. Douglas Whinnem
Instructor/Consultant
Board of Education
Hartford, Connecticut

ESL Teaching Methods

Dr. C. Michael O'Donnell
Associate Professor
University of Maine
Gorham, Maine 04038

Language Experience Approach
Individualizing Instruction

Teacher Training Mini-Institute

University of Bridgeport

Program Schedule

Thursday, January 13, 1972

4:00 p.m. - 6:00 p.m.	Registration (Murray D. Lincoln Center)
7:00 p.m. - 8:00 p.m.	Dinner, Welcome and orientation
8:00 p.m. - 10:00 p.m.	Social Hour (Participant input)

Friday, January 14, 1972

7:30 a.m. - 8:30 a.m.	Breakfast (Coffee Shop)
8:45 a.m. - 9:00 a.m.	General Assembly (Room 174)
9:00 a.m. - 12 Noon	Methods of Teaching English as a Second Language—(Douglas Whinnem) (Room 174) Individualized Approach to Teaching Reading (Michael O'Donnell) (Room 176)
12: Noon - 1:00 p.m.	Lunch (Cafeteria)
1:00 p.m. - 4:00 p.m.	Methods of Teaching English as a Second Language—(Douglas Whinnem) (Room 174) Individualized Approach to Teaching Reading (Michael O'Donnell) (Room 176)
5:00 p.m. - 6:00 p.m.	Dinner (Cafeteria)
7:00 p.m. - 9:00 p.m.	Practicum Experiences Media Center Program

Saturday, January 15, 1972

7:30 a.m. - 8:30 a.m.	Breakfast
8:45 a.m. - 9:00 a.m.	General Assembly
9:00 a.m. - 12 Noon	Methods of Teaching English as a Second Language (Douglas Whinnem) (Room 174) Individualized Approach to Teaching Reading (Michael O'Donnell) (Room 176)
12: Noon - 1:00 p.m.	Lunch (Cafeteria)
1:00 p.m. - 3:00 p.m.	Evaluation and Summary Discussion of Learning Experiences

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Task Team III
Adult Basic Education Teacher Training
Mini-Institute

CENTER FOR HUMANISTIC EDUCATION
Glenmont, N. Y.

Sponsored by University of Bridgeport
Bridgeport, Connecticut

A.B.E. Teacher Training Institute funded by the U.S.O.E. under Section 309, Adult Education Act, 1966; Grant Number OEG-0-71-3453(323)

PROGRAM
February 3, 4, 5, 1972

Dr. Philip Pumerantz, *Project Director*
Associate Professor of Education
University of Bridgeport

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Introduction

The major purpose of this mini-institute is to provide teachers of Adult Basic Education and/or English as a second language with the skills necessary to go beyond mere rhetoric of "innovation and improvement" to actual practice of mastering new teaching strategies. The instructional components which will be utilized at the mini-institute to aid in achieving the above are: Adult Basic Education - lesson construction and practicum, English as a second language - lesson construction and practicum, and Interaction Analysis of teaching behavior. Instruction will emphasize the importance of individualization in the classroom. Experienced Adult Basic Education teachers and administrators who have recently completed an intensive three week training institute at the University of Bridgeport will provide the instruction supplemented by nationally recognized Adult Basic Education consultants. The task team delivery system developed at the University of Bridgeport will be used at the mini-institute. Members of task team III will be responsible for conducting segments of training.

The theme of this mini-institute is:

"Performance In The Classroom"

Program Components

The instructional components which will be utilized at the mini-institute are the following:

- Adult Basic Education - Lesson construction and practicum
- English as a Second Language - Lesson construction and practicum
- Interaction Analysis of Teaching Behavior

Institute Training Design

Prior to registration at the mini-institute, participants will receive a list of selected readings to be used for various components. Participants who intend to choose interaction analysis at the outset will be expected to come with prepared ABE/ESL lessons. Participants who expect to choose ABE or ESL modules will be asked to bring resource materials which they have found useful.

Participants will register and meet late Thursday afternoon February 3, 1972, at the Center for Humanistic Education, Glenmont, (Albany) New York. Sharing of ideas and discussion of prospective learning experiences will begin over dinner at 6:00 P.M. Social activities will aid in team building on Thursday evening for best selection of program components.

Both morning and afternoon sessions on Friday will be devoted to learning and performance in the area of participants choice. The evening session will be devoted to a pooling and sharing of learning experiences.

On Saturday, a participant may continue development in the same module or change to another module for the remainder of the day. The institute will end after an evaluation and summary about 2:00 P.M.

Follow-Up-Program

The follow-up-phase of the mini-institute will operate in the following manner:

1. Visits by cooperating mini-institute staff.
2. Analysis of teaching behavior and on-site discussion.
3. Sharing meeting with and for participants.

The follow up program will be optional for all participants.

General Objectives

The general objectives for this mini-institute are:

- To provide for teachers the opportunity to become more skillful in the latest methods and techniques which are appropriate and effective in adult basic education classrooms.
- To demonstrate effective means of constructing ABE/ESL classroom lessons.
- To introduce teachers to the verbal interaction analysis techniques as an aid to improving instruction.
- To aid teachers in developing skills to teach effectively English as a second language.
- To encourage the teacher to constantly improve his classroom behavior in order to stimulate student learning.

Specific Objectives

at the conclusion of this institute participants should be able to accomplish any of the following tasks:

1. Construct new and different language development drills for teaching English as a second language.
2. Use verbal interaction analysis to improve classroom teaching behaviors and techniques.
3. Organize and construct from appropriate materials lessons for practical uses in their own classrooms.
4. Develop ABE teaching materials based on principles of adult learning in an urban setting.
5. Utilize an informal reading inventory for quick diagnosis of reading problems and a prescription of learning experiences for adult students.
6. Construct an informal reading inventory for his own use with materials appropriate to his local community.
7. Participant will be able to identify and utilize teaching behaviors necessary to facilitate adult learning.

Housing and Meal Arrangements

All participants will be housed at the Center for Humanistic Education in Glenmont, New York. Rooms and meals will be provided by the Center staff.

Parking Facilities

Participants will be allowed to park on the grounds of the Center at no cost.

Costs

Travel expenses (one round trip) for each participant will be reimbursed by the University of Bridgeport, "Multi Regional ABE Teacher Training Project." Travel forms should be turned in at registration time at the Center for Humanistic Education.

Overnight accommodations for each participant will also be covered by the University of Bridgeport Project. This will mean no out-of-pocket expenditures for participants since billing for room and board will be made by the Center directly to the University of Bridgeport Project.

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TASK TEAM III

ADULT BASIC EDUCATION INSTRUCTORS

Diana Budhia
ESL Instructor
Box 110
Berne, N. Y. 12123

Scott Pecker
Interaction Analysis
Box 110
Berne, N. Y. 12123

Katherine Randolph
Education Supervisor
Box 576
Hudson, N. Y. 12534

Roberta Warren
ABE Teacher-Counselor
14 Willowmere Ave.
Montclair, N. J. 07042

COOPERATING ABE STATE DIRECTORS

Mr. Neil Carr
Supervisor of Basic Continuing Ed.
State Education Department
Albany, New York 12224

Mr. George Snow
State Director of ABE
State Board of Education
Trenton, New Jersey 08608

SPECIAL INSTRUCTORS

Mr. Donald Mocker
Division of Continuing Education
Kansas City, Missouri 64110

Adult Basic Education
Consultant

RESOURSE ADVISORS

Mr. Bob Poczik
Bureau of Basic
Continuing Education
Albany, New York 12224

Miss Lois Matheson
Bureau of Basic
Continuing Education
Albany, New York 12224

Mr. Bruno Ciccariello
Adult Basic Education
State Department of Education
Trenton, New Jersey 08608

TEACHER TRAINING MINI-INSTITUTE

Program Schedule

Thursday, February 3, 1972

4:00 p.m. - 6:00 p.m.	Registration
6:00 p.m. - 7:30 p.m.	Dinner
7:30 p.m. - 9:30 p.m.	Clarification of objectives and ideas Social hour

Friday, February 4, 1972

8:00 a.m. - 9:00 a.m.	Breakfast
9:00 a.m. - 12: Noon	ABE lecture-discussion, identification of content areas. ESL lecture-discussion, identification of content areas. Interaction Analysis lecture-discussion on the conditions of adult learning and teacher behaviors.
12: Noon - 1:00 p.m.	Lunch
1:00 p.m. - 5:00 p.m.	ABE: Lesson construction, writing project ESL: Lesson construction, writing project Interaction Analysis practicum; teaching units of 10-20 min. with each participant.
6:00 p.m. - 7:30 p.m.	Dinner
7:30 p.m. - 9:30 p.m.	Informal: All groups together Sharing of experiences, ideas, and materials (lessons and video playbacks).

Saturday, February 5, 1972

8:00 a.m. - 9:00 a.m.	Breakfast
9:00 a.m. - 12: Noon	ABE: Writing project or video-taping with new lesson ESL: Writing project or video-taping new lesson Interaction Analysis: Continued practicum
12: Noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Discussion and written evaluation of 1) group leaders 2) the mini-institute 3) the participants (by staff) Discussion of follow-up design.

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A P P E N D I X E

Sample Titles

ABE Urban Teacher Training Models

AN EXPERIENCE IN OPEN TEACHING

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Developed at the University of Bridgeport, Bridgeport, Connecticut, Multi-Regional Institute To Prepare Urban Adult Education Administrators and Teachers to Become Trainers of Adult Basic Education Teachers.

August 9 - 27, 1971

Funded by the U. S. Office of Education Under Section 309 of the Adult Basic Education Act.

Project Number: OEG-0-71-3453 (323)

Diana Budhai
Scott Pecker
Katherine Randolph
Roberta Warren

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IN-SERVICE WORKSHOP FOR TEACHERS OF ADULT BASIC EDUCATION IN MICRO-TEACHING

Developed at the University of Bridgeport, Bridgeport, Connecticut, Multi-Regional Institute to Prepare Urban Adult Education Administrators and Teachers to Become Trainers of Adult Basic Education Teachers.

August 9-27, 1971

Funded by the U.S. Office of Education Under Section 309 of the Adult Basic Education Act.

Project Number: OEG-0-71-3452 (323)

Monroe J. McVey

Director of Adult Basic Education

Burlington, N.C.

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IN-SERVICE INSTITUTE TO PREPARE TEACHERS OF ADULT BASIC EDUCATION IN DIAGNOSTIC TEACHING

Developed at the University of Bridgeport, Bridgeport, Connecticut, Multi-Regional Institute to Prepare Urban Adult Education Administrators and Teachers to Become Trainers of Adult Basic Education Teachers.

August 9-27, 1971

Funded by the U.S. Office of Education Under Section 309 of the Adult Basic Education Act.

Project Number: OEG-0-71-3452 (323)

June L. McKenzie

A.B.E. Teacher

Lumberton, North Carolina

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MODEL PROGRAM AND PROPOSAL FOR MINI-INSERVICE TRAINING INSTITUTE FOR INSTRUCTORS IN ADULT BASIC EDUCATION AND ENGLISH AS A SECOND LANGUAGE

Developed at the University of Bridgeport, Bridgeport, Connecticut, Multi-Regional Institute To Prepare Urban Adult Education Administrators and Teachers to Become Trainers of Adult Basic Education Teachers.

August 9 - 27, 1971

Funded by the U. S. Office of Education Under Section 309 of the Adult Basic Education Act.

Project Number: OEG-0-71-3453 (323)

Sister Patricia Bracken
E.S.L. Coordinator
District 6
New York, New York

Alonzo H. Shockley, Director
State and Federal Program
Freeport Public Schools
Freeport, Long Island, N.Y.

Jacqueline Newby
Administrative Director
Project D.E.E.P.
Essex County College
Newark, New Jersey

Sister Anne McIlhenny
Coordinator E.S.L. Program
District 6
New York, New York

Sister Odile McKenna
A.B.E. Coordinator
St. Thomas Aquinas School
1899 Daly Avenue
Bronx, New York

Lewis A. Kohn, Coordinator
Extension and Continuing Education
Bristol Township School District
Bristol, Pennsylvania 19056

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IN-SERVICE WORKSHOP FOR A.B.E. AND E.S.L. TEACHERS IN THE MANCHESTER-CONCORD, NEW HAMPSHIRE AREA

Developed at the University of Bridgeport, Bridgeport, Connecticut, Multi-Regional Institute To Prepare Urban Adult Education Administrators and Teachers to Become Trainers of Adult Basic Education Teachers.

August 9 - 27, 1971

Funded by the U. S. Office of Education Under Section 309 of the Adult Basic Education Act.

Project Number: OEG-71-3453 (323)

Ann Gallagher
A.B.E. Learning Center
Manchester, New Hampshire